DOCUMENT RESUME

ED 338 886 CE 059 603

TITLE	Northern Neck Regional Vocational Center Evaluation and Assessment Center. Final Report.
INSTITUTION	Northern Neck Regional Vocational Center, Warsaw, VA.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE	30 May 90
NOTE	29p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Admission Criteria; Behavior Rating Scales; Cooperative Programs; Coordination; High Schools; Inservice Teacher Education; Program Administration; *Program Improvement; Referral; Regional Programs; Shared Resources and Services; *Student Evaluation; *Trade and Industrial Education; *Vocational Evaluation
IDENTIFIERS	APTICOM (Computer Program); Virginia

ABSTRACT

The comprehensive Vocational Evaluation and Assessment Center serving five school divisions of the Northern Neck Region (Virginia) was established in 1989. An assessment center coordinator determined the needs and perceptions of potential service consumers. Vendors were contacted and equipment was selected. Forms and equipment for the Phase I and II stages were selected and ordered. Information was obtained from vocational instructors' Training Analysis Composites. Inservice training programs were conducted for vocational teachers, guidance counselors, and special education teachers. Thirty students currently enrolled at the center in a Trades and Industrial (T&I) Exploratory course participated in Phase I assessment. Students were assessed via the Apticom System for aptitudes and interests. Information was also obtained from parent questionnaires, student interviews, referral information from the home school, and behavior ratings from their T&I instructors. All students completed the data gathering stage during April 1990. Approximately 250-300 students received Phase I assessments at their home schools during the 1990-91 school year. Phase II assessments were administered later on the basis of referral and recommendation. (A budget summary and 11 program goals are included.) (NLA)

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FINAL REPORT

Northern Neck Regional Vocational Center
Evaluation and Assessment Center

Program Improvement Project
P.L. 98-524, Title II, Parts A & B

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May 30 , 1990

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ABSTRACT

Initial planning for the Vocational Evaluation and Assessment Center to serve the five school divisions of the Northern Neck Region (Colonial Beach, Lancaster County, Northumberland County, Richmond County and Westmoreland County) culminated in a grant proposal in June, 1989. Upon the awarding of the grant, each school division reviewed the award, reviewed its local budget to permit support for the project and further refined its needs to be met by the Assessment Center.

The Joint Board of Control authorized the recruitment and hiring of an assessment center coordinator in October, 1989; however, the only acceptable candidate was unwilling to accept the salary being offered. Authorization for a second recruitment period in December, 1989 was given and a coordinator was hired at the end of January, 1990. Initial orientation to the five school division region proceeded through February. The Coordinator met with school guidance counselors, vocational instructors, building administrators, division superintendents, special education teachers and the Special Education Director as well as with the Project Director to determine the needs and perceptions of those "service consumers".

Vendors were contacted and information about equipment being considered for purchase was requested, obtained and reviewed. Visitations were made by the Coordinator to the Career Development Center in Virginia Beach and to New Horizons in Newport News in order to further review evaluation equipment and to obtain information and forms which would be useful in establishing a two phase regional assessment program. Forms for the Phase I were developed, decisions for Phase I equipment were made and initial purchase orders were drawn by the beginning of March.

During the remained of March, 1990, information was obtained from vocational instructors in the forms of Training Analysis Composites, in-service training programs were prepared and conducted for vocational instructors, guidance counselors and special education teachers, additional equipment purchases (for Phase II) were made, Phase I operating procedures were developed and preparation and clean-up of the physical facility occurred. Referral information requests were sent to guidance counselors, the students targeted for piloting Phase I was conducted.

Thirty students from the target population (students currently enrolled at the Center in a T & I Exploratory course) returned permission slips and participated in the Phase I Assessment. All of those students were assessed via the Apticom system for aptitudes and interests. This information was combined with information obtained from parent questionnaires, student interviews, referral information from the home school concerning achievement, medical conditions and learning styles and work habits and behavior ratings from their T & I instructors.

All students completed the data gathering stage during April, 1990. A review of results will be held individually with each student by the end of May, 1990. Reports will be sent to the guidance counselor at each home school and any recommendations for career counseling and

exploration will be provided by the guidance counselor at the Vocational Center.

During the remainder of the grant period, additional equipment will be ordered for Phase II, procedures for Phase I will be revised, orientation of targeted students (rising eighth graders) will be conducted at one home school and the construction of Phase II modules will be done.

It is anticipated that approximately 250-300 students will receive Phase I assessments at their home schools during the first 18-24 weeks of the 1990-91 school year. The remainder of the school year will be devoted to the administration of from 30-40 Phase II assessments on a referral and Phase I recommendation basis.

Northern Neck Regional Vocational Center
Evaluation and Assessment Center

Goals and Objectives of the Project:

A. Establish a comprehensive career/vocational assessment center.

   a. Employ a vocational evaluator/counselor

   b. Purchase assessment equipment and materials that align with available training programs. (Future purchases will expand other areas.)

B. Assist the student to identify his/her personal interests, experiences and capabilities in relation to work.

C. Assist the student to develop awareness of the requirements of various occupational areas, particularly those in which he/she has the aptitude, interests, preferences, manual dexterity and occupational potential to function successfully.

D. Utilize practical work samples in order to evaluate manipulative skills, work behaviors, attitudes, tolerances and work performance capabilities.

E. Assist the student in obtaining a good self-image and awareness of his/her vocational interests, aptitudes and potentials.

F. Disseminate assessment information to the student, special services personnel, guidance personnel and others deemed appropriate.

G. Provide assessment information relating to placement of students in programs designed to maximize their potential in areas of work adjustment, vocational development, work experience and/or vocational training.

H. Orient teachers, counselors, and administrators to the career/vocational assessment center.

I. Conduct in-service training to professionals involved in the vocational assessment process.

J. Plan and implement activities for the infusion of available career information systems into the schools' existing career education programs.

K. Plan and implement activities to encourage students to collect and interpret information about themselves which will relate to career decisions they need to make at each grade level.

Description of the General Project Design and Procedures Followed

The vocational assessment center provides students with the opportunity to explore their vocational interests, aptitudes and abilities. The evaluation concentrates on the assessment and prediction aspects of the student's vocational potential and abilities, rather than the development of acceptable work behaviors, attitudes and vocational skills. Teachers and resource personnel can further develop acceptable work behaviors, attitudes and vocational skills based upon evaluative data provided.

The total process includes a two-phase system for vocational assessment:

- Phase I involves seventh, eighth and ninth graders and is implemented in the student's home school.
- Phase II involves the establishment of a career/vocational evaluation center with referrals made on students who may need additional evaluation or more work-oriented assessment techniques.

The vocational evaluation system basically follows this approach:

a. Referral/Intake
b. Orientation
c. Initial Interview
d. Individual Evaluation Planning
e. Formal Testing/Feedback
f. Final Report
g. Conference
h. Individual Education Plan Development for appropriate students.
i. Follow-up.

The steps as they relate to Phase I and II of the evaluation process are described below:

Phase I and II

1. Referral

The Phase I vocational assessment is presently administered in the

student's home school by a vocational evaluator. The possibility of local school personnel administering portions of the assessment in the future after thorough in-servicing is being considered. Persons involved include the guidance counselors, vocational and special education teachers, a vocational evaluator, and other support personnel.

The Phase I process involves an ongoing classroom-based evaluation plan. It will be conducted at the time of most impact before students begin career tracks.

Phase II Assessment involves a comprehensive evaluation at the Vocational Assessment Center. Formal referrals may be made by the student's vocational teacher, special education teachers, school psychologists or guidance counselor. Referrals based on individual needs will be reviewed by the vocational evaluator and/or special education consultant to determine feasibility of conducting a Phase II assessment.

General characteristics of persons who meet vocational evaluation referral criteria for Phase II assessment include students who:

a. are experiencing academic, mental, emotional, adjustment or physical difficulty in their classes.

b. are over-age eighth grade or enrolled in the ninth grade level or above of the special, vocational, prospective vocational, disadvantaged, gifted and talented educational programs or identified as handicapped, limited English proficiency or potential drop-out, etc.;

c. cannot identify strong or weak vocational skills and interests;

d. possess unrealistic career/vocational goals;

e. have experienced failure in part-time or full-time employment;

f. have experienced failure in a work-study program;

g. cannot identify a wide range of career/vocational choices;

h. do not exhibit appropriate work behavior;

i. lack direction regarding a viable career/vocational program plan.

2. Orientation/Initial Interview

Local school personnel (guidance counselor, special education, vocational teacher) and a vocational evaluator provide orientation for students assessed through Phase I. As it is essential that the student be carefully prepared for this experience, the following information is shared through the orientation session:

a. Reasons the student is being evaluated

b. Activities in which the student will be involved

c. Expectations of the student

d. Experiences to which the evaluation may lead.

During Phase I, the initial interview with the vocational evaluator is an important component of the orientation process. It not only provides the evaluator with an opportunity to establish rapport with the student, but it also assists in further orienting the student to his or her own evaluation program.

Orientation for Phase II is conducted when the student arrives at the evaluation center. This is many students' first exposure to a lab/shop environment and career/vocational assessment; therefore, a sequential plan for the orientation process has been developed to ensure that students are well-informed of the assessment process. The vocational evaluator implements the orientation process, which includes a detailed explanation of the assessment process and a tour of the facilities. Specific questions addressed during the orientation session are outlined under Phase I: Orientation.

3. Individual Evaluation Plan

The evaluation plan, within Phase I assessment, is designed based upon the evaluator's consultation with the guidance counselor. The plan briefly states:

a. questions to be answered through evaluation;

b. assessment techniques to be utilized;

c. administration dates; and,

d. persons involved in carrying out plan.

Based on referral information, the initial interview, and the stated purpose of the evaluation, a specific written evaluation plan shall be developed for each student by the vocational evaluator. This plan:

a. identifies the questions to be answered through the evaluation;

b. indicates how these questions will be answered through the evaluation;

c. specifies person, where appropriate, who is involved in carrying out the plan; and

d. is periodically reviewed and modified as necessary.

4. Formal Testing

The Phase I Vocational Assessment consists of classroom-based techniques geared to the individual and the world of work. The techniques employed during this phase of vocational assessment include:

-- Behavior Observation
-- Use of School Records
-- Teacher Administered Tests/Questionnaires
    learning styles
    basic work skills and behaviors
    academic achievement
    life skills
-- Parent Questionnaire
-- Student Interview/Questionnaire
-- Counseling
-- Interest Testing
-- Aptitude Testing

Types of information gathered during the Phase I assessment may include:

* --Mental Ability
--Learning Style
--Functional Academic Skills
--Pre-vocational Skills
* --Life Skills
--Career Awareness
--Work Habits
--Vocational Aptitudes

* indicates optional data usually obtained only for special needs students

This phase is conducted under the coordination of the vocational evaluator with guidance counselors and input from school and support personnel.

Following the preparation of the individual evaluation plan, formal testing for Phase II begins at the evaluation center with the vocational evaluator. Following the schedule outlined in the evaluation plan, techniques used during this phase of vocational assessment include some or all of the following:

--Work samples
--Work Behavior Assessment
--Behavior Observation in a Controlled Work Setting
--Coordination/Dexterity Tests
--Career Exploration and Occupational Information
--Situational Assessment

In addition to the information listed under Phase I, types of information obtained or shared during Phase II may include:

--Work Behaviors-observed within the assessment setting
--Expanded Career Awareness
--Appropriate Vocational Training Programs
--Examples of Specific Appropriate Jobs
--Job Seeking/Keeping Skills

Assessment is performed through standardized and locally developed work sample instruments. These standardized work samples include VALPAR Component Work Samples, New Concepts, Inc. components and Career Research Corporation's Carrels for Hands On Individualized Career Exploration.

Students are scheduled for a length of time, not to exceed four days (in most cases). This procedure has three advantages.

a. It is more efficient for the personnel of the schools and the vocational assessment center to schedule students at this time.

b. It is easier for a sending school since the referring school officials know exactly how long the students will be out of class and when they will return.

c. More students can be scheduled per year by keeping the vocational assessment time short.

It is the responsibility of the project director and the vocational evaluator to develop the evaluation schedules for Phase II assessment.

An essential aspect of the actual testing process is the provision of ongoing feedback to the student. This communication provides a basis for modifying the evaluation plan should the student's interests or assessment capabilities dramatically shift during the testing.

Two components that the center uses for the assessment are Job and Course Matching and Work Sampling

a. Job and Course Matching

The purpose of Job and Course Matching is to identify the interests and experiences of the student as they relate to the world of work. Feedback obtained from this component will be utilized to establish a relationship between the work preferences and experiences of the student and occupational clusters and course offerings that might be appropriate for him/her.

b. Work Sampling

Work Sampling is taken from actual jobs, utilizing the same or similar tools, equipment and materials in a simulated work setting.

These tasks should reflect jobs that are indigenous to the community and are often devised through a job analysis. A work sample simulates industrial business tasks or some aspect of an occupation.

The data obtained through work samples are of major importance in:

--predicting the aptitude and vocational potential of individuals prior to placing them into training programs
--testing interests with a sample of actual work involved in an occupation
--providing information on the strengths of the student
--providing information on the limitations of success imposed by a handicap
--providing information on the areas of deficiencies such as improper work habits and attitudes, academic problems, etc.
--suggesting adaptations which might need to be made in the vocational program
--indicating potential success in the vocational program
--indicating the student's adjustability to work
--indicating the type of assistance and support services that may be helpful to the student.

Work Sampling is administered to the student at the Vocational Assessment Center. The entire assessment usually takes two to four days if the student has completed a Phase I Assessment; although, students needing more or less time will be accommodated.

5. Final Report

A written assessment report is the vehicle by which the student profile is developed, current potentials and limitations are specified and recommendations are made.

The components of the Phase I vocational assessment report are as follows:

A. Biographical information - personal data, name, age, student ID number, school assessment dates, referral agent, medical conditions and medications.

B. Academic Profile - reported school grades and a graphic representation of standardized achievement test scores.

C. Learning Styles - Preferences for learning language and numerical material, learning environment and models of expression.

D. Motivational Cues - effective and ineffective reinforcers for behavior and learning.

E. Communication - style, skills and general attitude

F. Parent Questionnaire - parent's preferences for the student's high school program and post high school expectations.

G. Student Interview/Questionnaire - student's consideration of preferences and alternate choices.

H. Interest Inventory - rank order listing of measured vocational interests by Department of Labor Guide for Occupational Exploration interest areas.

I. Summary of work behaviors and habits presented as vocational assets and limitations as reported by the student's teachers.

J. Life Skills Checklist - listing of various skills of daily living reported on special education students by their special education teacher(s).

K. Work Situation Preferences - indications of work conditions which would/would not be considered "acceptable" by the student.

L. Aptitude Profile - scores and a graphic representation of the student's vocational aptitudes as measured by APTICOM.

M. Recommendations - based upon data gathered during testing, parent questionnaires, student questionnaires and interviews. Recommendations may include any of the following: high school curriculum, pre-vocational training program and alternatives, vocational exploration and counseling, Phase II assessment, other services such as remediation of certain skills, part time or summer employment, investigation of post high school trade or academic schools, etc.

The components of the Phase II vocational assessment report are as follows:

A. Referral Reason and General Description - the student's age sex, grade placement, any significant medical diagnosis, physical appearance, background history, the evaluator's initial impression and any questions asked by the referral agent.

B. Performance - listing of significant positive work factors, limitations, Occupational Group Arrangements from which work samples are administered, psychometric test information, physical capacity findings, situational assessment results and the vocational implications of the information contained in this section.

C. Behavior - attendance, punctuality, dependability, temperments, social skills, student reactions to evaluator and co-workers, safety awareness and vocational implications of information found in this section.

D. Recommendations - short term or immediate recommendations and rationale, long term recommendations and rationale, services needed, alternative vocational areas and rationale.

6. Conference

A final conference will be held with the student to discuss the assessment report; interpret results and review recommendations. A conference with the teacher and/or counselor for interpretation will be held on request.

7. Individual Education Plan Development

Recommendations for use in developing the vocational component of each individual's educational program are written into the final assessment report. This report may also suggest remediation/enrichment areas related to the world of work for the classroom teacher.

Following the completion of the final report by the evaluator, a meeting is held to discuss the result, observations and recommendations with relevant school personnel.

The results are included in the student's individual educational program. Relevant school personnel, the parents, and the student, if appropriate, may review the evaluation results and develop or modify the student's educational program. Measurable objectives for facilitating the student's career/vocational growth are developed from the evaluation data provided.

8. Follow-Up

Follow-up studies of each student assessed will be conducted to determine the extent to which the assessment assisted the student in gaining access to a specific career/vocational program.

In-Service Training:

In-Service training is an integral component of the project and has been/will be provided on an ongoing basis for teachers and relevant school personnel in each school division. The project director and vocational evaluator have the responsibility for the in-service training program.

All key program staff are to be adequately trained and staff development workshops have been/will be designed to ensure mastery of competencies necessary for each person to be able to fulfill his/her responsibilities during/after the assessment program. In-Service training has been/will be provided in the following areas:

a. Orientation to the evaluation process, Phase I and II (Complete);

b. Administration of test instruments (completed for evaluator who administers all tests);

c. Proper utilization of assessment materials and equipment (completed by evaluator);

d. Synthesis and interpretation of assessment information including procedures for incorporating information into the student's educational program (completed by guidance personnel during degree/certification program); and

e. Methodology for communicating relevant evaluation information through reports which specify vocational potential and training options (completed by evaluator who writes all summary reports).

Additionally, the vocational evaluator has received specialized training on the selected assessment instruments utilized in the project.

Target Population:

The population to be served includes all students, including vocational students, prospective vocational education students, students identified as handicapped, disadvantaged, gifted and

talented, those with limited English proficiency, and potential drop-outs, etc. However, the first year of operation targeted the following students:

- Vocational Students
- Disadvantaged
- Learning Disabled
- Educable Mentally Handicapped
- Training Mentally Handicapped

Phase I assessments have been conducted on thirty students representing all of the above populations but the trainable mentally handicapped who will be served when the Phase II assessments begin.

Results and Accomplishments of the Project

Due to the six month delay in hiring the assessment center coordinator, the commencement of the project was delayed and the timetable for the attainment of goals concerning delivery of services protracted into the 1990-91 school year. However, in spite of the six month delay significant accomplishments were achieved:

	Activity	Date Completed
1.	Grant Awarded	8-2-89
2.	Assessment Center Coordinator hired	1-29-90
3.	Orientation of vocational instructors to vocational assessment	2-07-90
4.	Visitations to other vocational assessment centers by coordinator	2-09-90
5.	Review of instruments considered for purchase	2-16-90
6.	Purchase of Phase I equipment & supplies	2-19-90
7.	Visit all school divisions' guidance counselors for informal orientation to vocational assessment	2-27-90
8.	Evaluator training/familiarization with APTICOM	3-02-90
9.	Introduction of coordinator/presentation of revised timeline to division superintendents	3-07-90
10.	Develop forms for documentation,recordkeeping, reporting for Phase I	3-16-90
11.	Meeting to develop policies & procedures with regional Special Education Director	3-19-90
12.	In-service program for vocational instructors on training analysis procedures	3-22-90
13.	Major shop cleanup/preparation for assessment materials	3-26-90
14.	In-service T&I Exploratory instructors on referral procedures and Phase I data collection forms	3-26-90

	Activity (cont.)	Date Completed(cont.
15.	In-service Special Education teachers on Vocational Assessment theory and practice Phase I operating procedures	3-27-90
16.	Student orientations for all T&I Exploratory students to participate in Phase I	4-02-90
17.	In-service guidance counselors on Phase I Assessment-theory, practice, guidance counselor roles	4-05-90
18.	Discuss possibility of obtaining funds for future expansion with Levi-Strauss Foundation representative	4-06-90
19.	Conduct in-service for vocational counselor on use of assessment report/follow-up	4-20-90
20.	Administration of all Phase I instruments to T&I Exploratory students	4-30-90
21.	Review results with students and send reports to home school counselors	5-16-90
22.	Develop Phase II forms and procedures	5-30-90

The Phase I Assessment program has been successfully piloted with thirty T & I Exploratory Course students this year. Minor revisions in forms, communication and operating procedures have been completed which will permit the delivery of Phase I services to all eighth grade students in the region who desire to participate during the 1990-91 school year.

In-servicing of appropriate school personnel has taken place which will allow/encourage proper referral, assessment, interpretation of results and utilization of resulting information and implementation of recommendations. Follow-up in-service programs will be conducted to assure proper carry-through and a procedure for student follow-up to evaluate the long term effectiveness of the assessments has been developed.

The following is a breakdown of services delivered thus far by the new assessment center.

1. In-service of/Presentations to professional staff:

Population	Content of program
A. Superintendents	1. Presentation of proposed goals, timeline, service priorities, operating procedures, instrumentation, budget matters (4 superintendents)
B. Guidance Counselors	1. In-service (informal) on development of assessment center, vocational assessment theory, proposed timeline for Phase I & II Assessments, discussion of course offerings (10 guidance counselors)
	2. In-service on Phase I forms and procedures, additional theory & history of Vocational Assessment, role of the guidance counselor in Vocational Assessment (9 guidance counselors)

C. Special Education Teachers 1. In-service on Vocational Assessment theory, Phase I & II proposed operating procedures, role of the special education teacher, referral procedures and use of forms (12 teachers)

2. Phase I Vocational Assessments

A. Assessments conducted on thirty(30) students from the Vocational Center's T & I Exploratory class with following characteristics:

1. Sex	Male				Female		
	25				5		
2. Grade	6	7	8	9	10	11	12
	1	9	17	3			
3. Age	13	14	15	16	17	18	19
	2	8	8	8	3	1	
4. Ed. Program	Reg.Ed		LD		EMR	ED	
	22		6		1	1	
5. School Division	Col.Beach		Lanc.Co		North.Co	Rich.Co.	West.Co.
	1		6		2	7	14

B. Recommendations for students assessed

1. College Preparatory Classes 1
2. Prevocational Training (Home Ec,Tech Ed,etc.) . 12
3. Work Adjustment Training 17
4. Specific Vocational Training Program. 27
5. Alternate Vocational Training Programs. 25
6. Vocational Exploration & Counseling 30
7. Phase II Assessment 9
8. Other
   - Use of TRAC pkgs 6
   - Psychological/Psychiatric Eval 1
   - Obtain infomation on Armed Forces. . . 1
   - GED preparation classes 2
   - Math and/or Reading remediation 1
   - Enrollment in Job Corps 2
   - Explore Jr. College Programs. 1

EVALUATION OF THE PROJECT

The evaluation of the establishment and first year of operation of the Northern Neck Regional Vocational Center's Assessment Center is broken down into seven areas in order to more clearly enumerate the strengths and weaknesses of the project thus far.

1. Funding - The initial grant award of $66,000 in federal money combined with $66,000 matching funds from the state and local systems is considered adequate for the start up and first year operation of a two-phase regional assessment center. Due to the delayed employment of the Assessment Center Coordinator and an adjustment in local contributions, however, not all of the $132,000 was spent during this year (see Budget Balance Sheet attached). Additional funding was obtained toward the end of the grant period to allow for the purchase of adequate equipment, supplies and materials to permit full operation of the two-phase program during the 1990-91 school year (Phase I was in operation during the 1989-90 school year).

2. Physical Facility - The Assessment Center is housed at the Northern Neck Regional Vocational Center where students from each of the five school divisions are sent for vocational training. The piloting of the Phase I program took place in a lab which had previously housed an Auto Mechanics program (2000 square feet). Space was more than adequate. During the 1990-91 school year the Phase I program will operate at each of the home schools. Space, electrical and working conditions requirements have been explained to administrators and assurances given that conditions can be met. The Phase II program will be

conducted in a converted Carpentry Lab (2500 square feet) with adequate and appropriate space, lighting, ventilation, power and working conditions.

3. Goals and Objectives - All goals and objectives set forth in the proposal have either been completely or partially met with the exception of Goal D. which calls for the utilization of practical work samples. Because of the delay in starting the project, work sampling which is utilized in the Phase II component of the project has not yet taken place. However, appropriate work samples have been purchased and constructed to permit their implementation for assessments during the 1990-91 school year. Goal J. which calls for the planning and implementation of activities for the infusion of available career information systems into the schools' existing career education programs has begun but will require additional planning and inservicing of the school divisions/ counselors.

4. Staffing - The Assessment Center is presently staffed by a full time Coordinator and a part-time secretary. The Coordinator is a Certified Vocational Evaluator and Work Adjustment Specialist with adequate training (M.Ed in Rehabilitation Counseling, thirteen years experience in vocational evaluation). The secretary is able to perform all of the required clerical duties at this time on a part-time basis.

5. Equipment - The APTICOM system is the flag ship component of the Phase I program at the Assessment Center and when combined with reports from teachers and guidance counselors and/or questionnaires and interviews with students and parents, provides an

adequate screening from which to make vocational recommendations for the majority of students. Phase II equipment includes components of the VALPAR, VITAS, CHOICE and VES systems and will provide both opportunities for career exploration and more detailed analysis of students' aptitudes, behaviors and interests prior to the recommendation of specific vocational preparation for those students with inconclusive Phase I assessments.

6. Timeline - The original proposed timeline is considered to have been a realistic proposal. However, because the Coordinator was not hired until six months into the grant period, many of the proposed objectives were not accomplished until several months later than originally anticipated. Implementation of Phase II assessments, in fact, have been postponed a full year until Spring, 1991, in order to permit the establishment of a successful Phase I program and thorough inservicing of school personnel effected by the assessments.

7. Coordination - Thus far, extensive attempts via visits to home schools, presentations to groups, inservice programs and numerous memos and telephone contacts have been made in an effort to coordinate assessment services with the needs and operating procedures at the home schools. The Joint Board of Control of the Northern Neck Region has been instrumental in conveying its support and encouraging the cooperation of the various school divisions. Coordination efforts by the Program Director on behalf of the Coordinator have also greatly assisted in garnering the cooperation of the home school personnel.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusions:

The Vocational Assessment Center located at the Northern Neck Regional Vocational Center has been established essentially as proposed but ranges by objective from zero to six months behind the original time schedule. This delay is attributable to being unable to hire a coordinator until six months after originally anticipated. Thirty of the originally-projected fifty to seventy-five students were assessed during the first year utilizing a fully operational Phase I program.

The Assessment Center is adequately staffed by trained and experienced personnel capable of conducting up to 320 Phase I or 80 Phase II assessments per year (or combination of both at a 4:1 ratio) if administrative and coordination duties are held to a minimum.

Facilities and equipment are adequate at present to evaluate, via work sampling and situational assessment, for all vocational training programs currently offered at the Vocational Center and home schools.

Adequate in-servicing of vocational and special education teachers and guidance personnel has been conducted for Phase I operations. Additional in-service programs will be required prior to beginning Phase II evaluations.

Additional planning and implementation of activities for the infusion of available career information systems into the schools' existing career education program is still needed.

Implications and Recommendations:

1. Due to a six month delay in staffing the Assessment Center, inadequate numbers of students have been assessed and insufficient time has passed to conduct a formal program evaluation. However, it is recommended that such an evaluation be conducted at the conclusion

of the 1990-91 school year.

2. Additional in-service programs are needed for all professional staff prior to implementation of Phase II operations. It is recommended that the in-service program(s) be conducted by the Coordinator and Vocational Counselor to demonstrate the need for cooperation and coordination of these two positions. It is further recommended that this/these in-service(s) be conducted at the Vocational Center when the Phase II instruments are fully operational so that the personnel in attendance will better understand the activity and be able to assist in the orientation of their students.

3. Although facilities and equipment are adequate to assess students for all currently existing vocational programs, additional equipment will be required to adequately evaluate students for other occupations and career opportunities available in the community.

4. The number of students participating in each phase of assessment should be monitored closely over the next school year. As stated earlier, under the present staffing and distribution of responsibilities plan a maximum of 320 Phase I or 80 Phase II (or combination reducing the 320 Phase I assessments at a 4:1 ratio for every Phase II Assessment conducted) can be served. To accommodate a greater number of students in vocational assessment, one or more of the following actions would be required:

   A. Hire additional staff;
   B. Extend work hours or contract lengths of present staff;
   C. Shift greater Phase I responsibilities to the home school personnel; or
   D. Devise and utilize a system of prioritizing students requesting assessment and serve only those students with higher priority ratings.

5. A funding formula to support the Assessment Center has been approved which will be the same as and subsumed by the funding for the Vocational Center as a whole. The formula is based upon the

average daily membership of students in grades 9 through 12 of the school division members.

6. During the 1990-91 school year, after all of the home school guidance counselors have received Vocational Assessment reports on a portion of their students, a workshop should be arranged to discuss and develop a "best practices" guide for utilizing the assessment information within existing career education programs.

BUDGET SUMMARY

	Budget Request From State	Expenditures	Local Contributions
I. SALARIES			
A. Personnel			
Professional:			
Project Director-15% of Annual Salary	0.00	0.00	6,150.00
Spec Ed. Director-10% of Annual Salary	0.00	0.00	3,781.10
Vocational Counselor-20% of Annual Salary	0.00	0.00	4,959.57
5 Vocational Directors-3% of Annual Salary	0.00	0.00	5,614.59
Vocational Evaluator (Coordinator)	17,520.00	17,552.50	0.00
Non-Professional:			
Clerk-10% of Annual Salary	0.00	0.00	1,769.50
B. Fringe Benefits			
Professional:			
Project Director (15%)	0.00	0.00	1,353.00
Spec. Ed. Director (10%)	0.00	0.00	831.84
Vocational Counselor (20%)	0.00	0.00	1,091.11
5 Vocational Directors (3%)	0.00	0.00	1,235.21
Vocational Evaluator	0.00	643.49	3,026.88
Non-Professional:			
Clerk (10%)	0.00	0.00	389.29
Subtotal	$ 17,520.00	18,195.99	30,202.09
II. CONTRACTURAL SERVICES	00.00	00.00	00.00
Subtotal	00.00	00.00	00.00
III. EQUIPMENT & SUPPLIES	$48,480.00		
Equipment			
VALPAR W.S.#5 Subtest 1(partial)		671.00	00.00
W.S.#5 Subtest 2		795.00	00.00
VES#52-115(Med.Services)		2,439.00	00.00
VES#52-13B(Cook & Baker)		2,999.00	00.00
VES#52-125(Weld & Braze)		2,699.00	00.00
VES#52-131W(Info Processing)		1,995.00	00.00
VES#52-14B(Sm. Engine Services)		2,649.00	00.00
Shipping for VES Equipment		724.70	00.00

	Budget Request From State	Expenditures	Local Contributions
Equipment (cont.)			
Auto Body Work Station Frame		40.00	00.00
Panasonic Microcassette Transcriber		198.00	00.00
Panasonic Microcassette Recorder		68.71	00.00
Panasonic Cassette Recorder (4)		23.53	70.59
Panasonic Cassette Recorder(Split funds)		15.87	7.66
Bennett Hand Tool Dexterity Test			430.00
Folding Table			37.50
4-Drawer Files (2)			212.00
Storage Cabinet			99.00
APTICOM A5 with Printer		6,230.00	
Materials & Supplies			
CALIP		00.00	84.00
Minn. Clerical Test (2)		00.00	88.00
Mech. Comp. Test		00.00	116.00
Reading Free Voc. Int. Inv.		00.00	120.00
Wide Range Ach. Test		00.00	107.00
Transp. & Handling Above M&S		00.00	52.83
Digital Stop Watches (2)		00.00	49.98
Desk Organizer		00.00	1.71
Envelopes		00.00	15.20
Typewriter Ribbons		00.00	30.60
Staples		00.00	7.94
File Labels		00.00	13.92
Rulers (2)		00.00	2.12
3-Hole Punch		00.00	5.64
File Frames		00.00	9.60
Correction Film		00.00	2.94
VES Consumable Pkg. 52-115		130.00	00.00
52-125		140.00	00.00
52-13		45.00	00.00
52-14B		39.00	00.00
APTICOM Carrying Case		198.00	00.00
Printer Carrying Case		79.00	00.00
Selected Characteristics of Occupations in the D.O.T.(book)		20.00	00.00
Microcassettes w/Head Cleaning Tape		00.00	5.67
Printer Ribbons (4)		00.00	25.44
CHOICE #4 Instructional Pkg.		500.00	00.00
CHOICE #44 " "		500.00	00.00
CHOICE #81 " "		500.00	00.00
CHOICE #83 " "		500.00	00.00

		Budget Request From State	Expenditures	Local Contributions
	Materials & Supplies (cont.)			
	CHOICE Assembly Plans for Work Stations		35.00	0.00
	CHOICE - Shipping		25.00	0.00
	Film & Processing			12.67
	Subtotal	$ 48,480.00	24,258.81	1,625.20
IV.	TRAVEL			
	Evaluator/Coordinator	0.00	0.00	103.44
	Subtotal	$ 0.00	0.00	1u3.44
V.	OTHER RELATED EXPENSES	0.00		
	Space Rental		0.00	5,000.00
	Utilities		0.00	1,700.00
	Telephone		0.00	200.00
	Custodial Services		0.00	1,500.00
	Printing/Copying		0.00	500.00
	Subtotal	$ 0.00	0.00	8,900.00
	PROJECT TOTAL	$ 66,000.00	42,454.80	40,830.73
	INDIRECT COSTS (1.95%)			1,624.07
	PROJECT GRAND TOTAL		42,454.80	42,454.80